

# **Guide to Reports Grades K-12**

## ***ELPA Initial Screening***



## Table of Contents

Introduction	3
Features of the ELPA Initial Screening	4
Scoring the ELPA Initial Screening	6
Report Descriptions and Samples	9
Individual Student Report (ISR)	9
Class Roster (CR)	12
Contact Information	14

## Introduction

The ELPA Initial Screening is designed as a tool in determining eligibility for LEP (Limited English Proficient) services at the time of enrollment. When paired with other criteria that are used by local schools and districts for eligibility decisions, ELPA Initial Screening results can expedite the appropriate instructional placement of students who are learning English as a second language.

Like the Spring ELPA, the goal of the ELPA Initial Screening is to measure the English language proficiency levels of students to whom the assessment is administered. As a result, the ELPA Initial Screening contains all four domains (Listening, Reading, Writing, and Speaking). Both oral and written language are included in the assessment of listening, reading, writing, and speaking skills for academic and social settings. Comprehension is assessed through the Listening and Reading sections of the ELPA Initial Screening.

Because its test items come from past administrations of the Spring ELPA, Michigan's ELPA Initial Screening is designed to be aligned with the Michigan English Language Proficiency (ELP) standards, which were approved by the State Board of Education in April 2004. The ELPA is divided into five grade spans (K, 1-2, 3-5, 6-8, and 9-12). These grade spans are known as *assessment levels* and are numbered in Roman numerals from I to V. English Language Learners (ELLs) take the ELPA at the assessment level that matches their grade of enrollment. Please note, however, that depending on the time of year (the Leaf Cycle or the Snowflake Cycle), the grades that correspond to each assessment level may shift. See the ELPA Initial Screening Directions for Administration for more information.

Finally, the overall score is reflective of the proficiency levels that have been set for the annual administration of ELPA in spring. More information about the ELPA Initial Screening proficiency levels can be found on page 8.

However, the ELPA Initial Screening has some important differences from the Spring ELPA. First, the ELPA Initial Screening version is shorter in length and designed to be scored fully at the time of administration by the assessment administrator or proctor. In addition, since materials can be ordered year-round and stored in secure storage at district or school offices, the ELPA Initial Screening can be administered during times of the year when Spring ELPA materials are unavailable. A final difference is the recording and scoring of student raw scores on the Office of Educational Assessment and Accountability (OEAA) secure website at [www.michigan.gov/oeaa-secure](http://www.michigan.gov/oeaa-secure) to obtain instant student reports.

## **Features of the ELPA Initial Screening**

The cover page of each ELPA Initial Screening assessment includes its assessment level and is color-coded to that level. Since all ELL students will take the ELPA Initial Screening matched to their grade of enrollment, assessment items have been selected to represent a broad range of ability, making it more likely that ELLs who are new to the United States will be able to answer some items with confidence.

For any Speaking section, each student should be administered the assessment individually. All other ELPA sections can be administered either individually or in a group.

Each test booklet contains four domains, or sections:

- Listening, with easy-to-administer multiple-choice questions;
- Reading, with easy-to-administer multiple-choice questions;
- Writing, a two-part section containing multiple-choice and open-ended questions; and
- Speaking, an individually administered set of performance tasks, scored by the assessment administrator or proctor at the time of administration.

### **Listening**

The Listening section is a group-administered assessment. It measures a student's understanding of spoken English. The tasks begin with shorter segments of speech or conversation, and proceed to longer ones.

- All Listening items are multiple-choice items, each worth 1 point.

### **Reading**

The Reading section is a group-administered assessment. It includes measures of several different reading skills. The reading selections selected are those that closely resemble the kinds of materials that students read in school and in everyday life.

- All Reading items are multiple-choice items, each worth 1 point.

### **Writing**

The Writing section contains two parts and is group-administered. The first part, Writing Conventions, contains multiple-choice items; the second part contains constructed-response items.

- Items assessing the understanding of Writing Conventions are multiple-choice, each worth 1 point.
- Constructed-response Writing items have different rubrics that are found in the ELPA Initial Screening Directions for Administration (Levels I and II) or in the corresponding Answer Documents (Levels III, IV, and V).

## **Features of the ELPA Initial Screening (cont.)**

### **Speaking**

The Speaking section is an individually-administered, free-response assessment. After going through a simple warm-up, the student performs various speaking tasks that are scored by the Assessment Administrator or Proctor.

- Speaking items requiring students to appropriately respond to a question based on a prompt they hear are each worth a maximum of 2 points.
- Speaking items requiring students to retell a story are each worth a maximum of 4 points.
- Speaking items requiring students to tell a story from a set of visual prompts are each worth a maximum of 4 points.

## Scoring the Spring 2008 ELPA

A member of school or district staff can be given special access on the OEAA Secure Site at [www.michigan.gov/oeaa-secure](http://www.michigan.gov/oeaa-secure) in order to enter in raw scores for students and obtain the instant reports shown in this guide. This is called ELPA Screener User access. A District ELPA Coordinator can grant this access. For help in getting access, please contact the OEAA at (877) 560-8378.

For help in inputting scores and printing reports, please refer to the public ELPA Web site at [www.michigan.gov/elpa](http://www.michigan.gov/elpa) or call the OEAA at (877) 560-8378.

Criteria set by Michigan educators are used to score all ELPA items and develop rubrics used to score Writing and Speaking items.

### Scale Score

Scale scores differ by the level of the assessment taken so that students who get the same number correct score but on different levels of the assessment, or who took the same assessment level but are in different grades, may have different scale scores. This is because the scale score accounts for the differing difficulty on different levels of the assessment.

Note that this is why it is very important to know which grade corresponds to which assessment level before the ELPA Initial Screening is administered, and to verify that the student taking the assessment is participating in the right assessment level of the ELPA Initial Screening. See any ELPA Initial Screening Directions for Administration for more information on which grade levels correspond to which assessment levels during the two cycles of the ELPA Initial Screening.

A **raw score** is reported for each student who participated in that section (domain) of the assessment. A raw score is defined as the number correct on a given domain. Note that because the Comprehension score is computed from select Listening and Reading section items, a Comprehension scale score may not appear if a student did not attempt enough items from either or both of the two contributing domains.

A **three-digit overall scale score** is reported for each student who participated in all four sections of the assessment (Listening, Reading, Writing, and Speaking). Since the overall scale score is computed from a combination of all raw scores, it is a numerical expression of how a student performed generally across all of the domains of the ELPA. Each overall scale score corresponds to one of the four overall performance levels.

## Scoring the Spring 2008 ELPA (cont.)

### Cut Scores

The cut score is the minimum expected scale score for a proficient student. The cut scores vary by grade level because what is expected of a proficient student becomes greater with increases in grade level. Therefore, each grade level has its own cut scores for each domain. Cut scores are recommended by a panel comprised of educators and other stakeholders throughout the state as part of the standard setting process. The Michigan State Board of Education approved the final cut scores and performance level ranges for the Spring ELPA, on which the ELPA Initial Screening is based.

For reference, the ELPA Initial Screening overall cut scores for Proficient are:

	Leaf Cycle	Snowflake Cycle
Grade K	530	531
Grade 1	531	578
Grade 2	578	598
Grade 3	598	625
Grade 4	625	630
Grade 5	630	636
Grade 6	636	637
Grade 7	637	647
Grade 8	647	653
Grade 9	653	663
Grade 10	663	668
Grade 11	668	668
Grade 12	668	679

## Scoring the Spring 2008 ELPA (cont.)

### Performance Level

For the ELPA Initial Screening, a performance level is defined as a range of scale scores that corresponds to student proficiency levels of *Advanced Proficient*, *Proficient*, *Intermediate*, and *Basic*. Because the skills required for proficiency increase with grade level, the ranges for these levels of proficiency also change with grade level.

The proficiency levels are generally defined as:

*Advanced Proficient* - This student's performance indicates substantial understanding and application of complex English language skills in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this grade level. On ELPA Initial Screening reports, this is abbreviated "AP."

*Proficient* - This student's performance indicates sufficient or well-developed English language acquisition in the areas of listening, reading, writing, and speaking as defined for Michigan students at this grade level. On ELPA Initial Screening reports, this is abbreviated "P."

*Intermediate* - This student's performance indicates partial, developing, or emerging English language acquisition in the areas of listening, reading, writing, and speaking as defined for Michigan students at this grade level. On ELPA Initial Screening reports, this is abbreviated "I."

*Basic* - This student's performance indicates minimal or no English language acquisition in the areas of listening, reading, writing, and speaking as defined for Michigan students at this grade level. On ELPA Initial Screening reports, this is abbreviated "B."

### Leaf Cycle Kindergarten Performance Levels

Note that during the Leaf Cycle, incoming Kindergarten students are assessed with Listening and Speaking domains only. Since there are fewer items that can be scored, three, not four, performance levels are reported: Basic (B), Intermediate (I), and Proficient (P). The Advanced Proficient (AP) level is not reported.



## Report Descriptions and Samples

### ELPA Initial Screening Individual Student Report

The Individual Student Report provides a summary description of the overall performance level of each student in order to help educators identify the English language strengths of their students and areas that may need improvement. Information from this report is helpful in conversations with classroom teachers and parents, along with other criteria used to judge student performance, when making decisions for placement into ELL services.

**Section A** shows the name and code of the school and district that the student attends. A Class/Group number is reported if a school chose to use this optional field code. This section also shows the name and icon associated with the ELPA Initial Screening cycle when the student was assessed, and the grade level for the student.

**Section B** lists the student name and date of birth along with the date the student was assessed with the ELPA Initial Screening. Note that both the District Student ID and the State of Michigan's Unique Identification Code (UIC) number are provided for that student.

**Section C** indicates the proficiency level of the student based on the student's overall score found in Section D (below). This will be one of four proficiency levels: Basic, Intermediate, Proficient, or Advanced Proficient. (For Kindergarten students assessed during the Leaf cycle, this will be one of three proficiency levels, Basic, Intermediate, or Proficient.)

The chart in this section shows the overall performance score as well as the Advanced Proficient cut score for this grade level, which is defined as the minimum expected score that a Advanced Proficient student would show for the overall score. Comparison of the student's overall performance score with the Advanced Proficient cut score can aid in making determinations about student placement in ELL services.



The chart also shows student performance in terms of total points correct out of a total of points possible on the ELPA Initial Screening, and a letter code for the overall performance level. A graphic to the right shows a visual representation of how that student scored along the four performance level ranges. Note that this graphic will not appear for Kindergarten students who were assessed during the Leaf cycle.

## **Report Descriptions and Samples (cont.)**

**Section D** lists each language domain that was assessed on the ELPA Initial Screening. The “Pts Earned” and “Max Pts Possible” columns shows the number of points the student earned against the total number of points possible for easy reference. A narrative provides a general explanation of student instructional standards at the student’s grade level. The Comprehension domain is composed of Reading and Listening domains.

Below this table is an explanation of performance level codes and the date and time the report was produced.

# Report Descriptions and Samples (cont.)

		<b>INDIVIDUAL STUDENT REPORT</b> 2008 - 2009 ELPA Initial Screening Grade 09		Class/Group: School Name: School Code:		<b>MICHIGAN</b> ENGLISH LANGUAGE PROFICIENCY ASSESSMENT														
Student Name: <b>(B)</b> State UIC:		Date of Birth: District Student ID:		Assessed On:																
<table border="1"> <thead> <tr> <th>Scale Score</th> <th>Total Points Earned / Total Points Possible*</th> <th>Performance Level</th> </tr> </thead> <tbody> <tr> <td>672</td> <td>31 / 37</td> <td>P</td> </tr> </tbody> </table>		Scale Score	Total Points Earned / Total Points Possible*	Performance Level	672	31 / 37	P			<table border="1"> <thead> <tr> <th>B</th> <th>I</th> <th>P</th> <th>AP</th> </tr> </thead> <tbody> <tr> <td>464</td> <td>568</td> <td>653</td> <td>765</td> </tr> </tbody> </table>			B	I	P	AP	464	568	653	765
Scale Score	Total Points Earned / Total Points Possible*	Performance Level																		
672	31 / 37	P																		
B	I	P	AP																	
464	568	653	765																	
<b>DOMAIN</b>		<b>PTS EARNED</b>		<b>MAX PTS POSSIBLE</b>		<b>NARRATIVE</b>														
Listening		8		9		The student is asked to critique and analyze messages from a variety of age-appropriate media as well as understand and respond to complex instructions and teacher lectures in order to do a variety of classroom tasks. The student is also asked to apply listening strategies to evaluate speaker's messages in the classroom and in informal discussions. The student is asked to evaluate differences between fact and opinion in spoken English.														
Reading		8		10		The student is asked to consistently read and comprehend main ideas and details from grade appropriate texts as well as to collect and organize information for research. The student is asked to apply knowledge of vocabulary and grammar, make predictions and draw conclusions in order to understand the meaning and the style of texts in various genres.														
Writing		8		8		The student is asked to begin to develop questions, guide research and write multiple-paragraph essays and informative papers in support of a central idea as well as plan and revise other written work in various genres. The student is also asked to consistently use spelling patterns and grammar with an expanded personal vocabulary to communicate ideas.														
Speaking		7		10		The student is asked to use spoken English and non-verbal communication in socially and culturally appropriate ways and to use grade-appropriate academic language to present information. The student is asked to acquire goods, services or information by spoken request with little or no difficulty.														
Comprehension		16		19		The student is asked to comprehend spoken and written language to perform a variety of classroom tasks, actively participate in academic discussions, make connections between different texts and personal experience, identify a speaker's or author's bias or tone, evaluate fact and opinion in media and literature, locate and organize information from research sources, and draw upon an expanded vocabulary to understand meaning in literature of various genres and conversations in different settings.														
Note: * - Total points earned is the sum of points earned on reading, writing, listening, and speaking. Total points possible is the sum of the maximum number of points on reading, writing, listening, and speaking. ** - Minimum expected score for an advanced proficient student. Disclaimer - ELPA scores should be used in combination with other diagnostic tools, including professional judgment and local assessments, to determine student eligibility for Limited English Proficiency (LEP) services.																				



## Report Descriptions and Samples (cont.)

### ELPA Initial Screening Class Roster Report

The Class Roster Report provides summary score information by class or group for overall scores as well as each domain with detailed information for each student assessed. This report may include multiple pages to report all students in a particular class or group.

**Section A** shows the name and code of the school and district for the class or group. A Class/Group number is reported if a school chose to use this optional field code; students will simply be listed in simple alphabetical order if this code was not used. This section also shows the name and icon associated with the ELPA Initial Screening cycle when the students were assessed, and the grade level for the class or group.

**Section B** lists the student names, matched with each student's UIC code and date of birth. These students are separated by grade level within their school, which is noted in section A.

**Section C** indicates the overall proficiency scale scores of each student and their corresponding proficiency level in letter code format. The letter codes correspond to his one of the four proficiency levels: Basic (B), Intermediate (I), Proficient (P), and Advanced Proficient (AP). The overall scale score is listed in a three-digit format. The total number of points earned across the four domains is shown along with the total number of points possible.

The table in this section then provides information in detail for each domain assessed on the ELPA Initial Screening, including Comprehension.

At the bottom of the chart, totals are shown for students in each class or group and in each grade level at the school that corresponds to the Class Roster report.

**Section D** offers an explanation of performance level codes and shows the date and time the report was produced.

# Report Descriptions and Samples (cont.)

MICHIGAN Education District Name: District Code:		Class Roster Report 2008 - 2009 ELPA Initial Screening Grade 01		Class/Group: School Name: School Code:		MICHIGAN ENGLISH LANGUAGE PROFICIENCY ASSESSMENT							
Student Information		OVERALL		LISTENING		READING		WRITING		SPEAKING		COMPREHENSION	
		Scale Score --- Cut = 553	Performance Level	Total Pts Possible*	Pts Earned / Pts Possible	Pts Earned / Pts Possible	Pts Earned / Pts Possible	Pts Earned / Pts Possible	Pts Earned / Pts Possible	Pts Earned / Pts Possible	Pts Earned / Pts Possible	Pts Earned / Pts Possible	Pts Earned / Pts Possible
A. Sample UIC:	DOB: 1/1/2000	355	B	0 / 35	0 / 8	0 / 8	0 / 9	0 / 10	0 / 10	0 / 16			
B. Sample UIC:	DOB: 1/1/2000	488	B	11 / 35	3 / 8	3 / 8	3 / 9	2 / 10	2 / 10	6 / 16			
C. Sample UIC:	DOB: 1/1/2006	493	I	12 / 35	4 / 8	4 / 8	4 / 9	0 / 10	0 / 10	8 / 16			
D. Sample UIC:	DOB: 1/1/2000	527	I	20 / 35	5 / 8	5 / 8	5 / 9	5 / 10	5 / 10	10 / 16			
E. Sample UIC:	DOB: 1/1/2000	531	P	21 / 35	7 / 8	7 / 8	7 / 9	0 / 10	0 / 10	14 / 16			
F. Sample UIC:	DOB: 1/1/2000	548	P	25 / 35	5 / 8	5 / 8	5 / 9	10 / 10	10 / 10	10 / 16			
G. Sample UIC:	DOB: 1/1/2000	553	AP	26 / 35	8 / 8	8 / 8	5 / 9	5 / 10	5 / 10	16 / 16			
H. Sample UIC:	DOB: 1/1/2000	656	AP	35 / 35	8 / 8	8 / 8	9 / 9	10 / 10	10 / 10	16 / 16			
Number of students tested in Class Group:		8		8									
Number of students tested in Grade:		01		8									

**Notes:** \* - Total points earned is the sum of points earned on reading, writing, listening, and speaking. Total points possible is the sum of the maximum number of points on reading, writing, listening, and speaking.  
 \*\* - Minimum expected score for an advanced proficient student.

**Disclaimer:** - ELPA scores should be used in combination with other diagnostic tools, including professional judgment and local assessments, to determine student eligibility for Limited English Proficiency (LEP) services.

**Performance Level Letter Codes:**  
 B - Basic; I - Intermediate; P - Proficient; AP - Advanced Proficient; NS - Nonstandard Accommodation  
 See ELPA Initial Screener Guide to Reports for more information.

Date: 09/05/2008 Time: 04:07 PM

## **Contact Information**

The Office of Educational Assessment and Accountability (OEAA) welcomes your comments and suggestions. We are committed to providing Michigan educators, parents, and other stakeholders with an assessment program of the highest quality and reliability.

If you have questions regarding the ELPA Initial Screening, please contact the OEAA.

Phone: 1-877-560-8378 (toll-free)  
Fax: 517-335-1186  
E-Mail: [mde-elpa@michigan.gov](mailto:mde-elpa@michigan.gov)